

Reedley College Strategic Plan Year End Summary 2012-13

Objective 1.1

Establish, maintain, and enhance partnerships with educational institutions for students to successfully transition from high school to the college and from the college to other postsecondary institutions.

Available data for this objective includes an analysis of EAP student readiness data downloaded from the CSU website on an annual basis. It is used to compare to entering student English and math results. Interpretation this year indicates that, while the EAP is not necessarily a great predictor variable, for those who were deemed 'prepared' there is strong evidence that they succeed at a much higher rate and with better grades than those deemed 'not prepared'. The annual High School report looks at students, who enroll, by High School, and follows success, retention, and GPA to relate back to High Schools. Additionally, the Upward Bound SD program shows significant progress transitioning students from HS to college with an increase of 7% from 2009-10 through 2010-11. All 2010-11 students made the transition. The Curriculum committee has approved 11 Transfer Degree programs (up from 3 last year) that will be tracked beginning Fall 2012 for student progress and completion.

Objective 1.2

Establish, maintain, and enhance partnerships with businesses to offer worker education, work experience, internships, and job placement opportunities.

The Reedley College Career Resource center served 1,575 students during its first term. Future data collection will include information on career related activities, use of the job posting board, and counseling activities. Students in classes "19V" classes are tracked over time indicating the number of students in work experience. This number appears is diminishing and the percentage of students is variable at this point indicating non-stability, especially at the RC location. Additionally, the OC location has not had any student participation in the last 2 terms.

Objective 1.3

Demonstrate commitment to the community through participation in community and service area events.

Reedley College supports the community through various fundraisers and activities that bring awareness to the needs of the community and donates time and resources to the United Way and Kids Day Paper sales. Donations and sales in these two areas are slightly lower than 2011 which could be indicative of the economy. STEM ambassadors visit local high schools to tell students about the program. During the spring 2013 term, the evaluators who monitor the STEM grant gave a presentation as to the successes to the school and community. The Residence Hall reports that students do annual functions such as Adopt-a-Family at Christmas and the Reedley Street Fair. They have between 120 and 140 participants a term. Lastly, the facilities are used by community groups approximately 80-85 times a year. There is no charge or a minimal charge at this point.

Objective 1.4

Information about college programs, services, activities, successes, etc. is communicated to the community in an ongoing and consistent manner

Information is going out in many forms. Specifically, 'Chant Online' which reached over 11,000 visitors in a term. The college also maintains a plethora of events emailed to all students on a regular basis and advertised on the digital billboard in front of the school. Admissions and records have instituted a standardized email that is required for all students. Baseline data for fall 2011 will be collected and



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tracked to determine the number of discontinued or non-activated emails per term. Rates have stabilized to approximately 3% non-activated per term from the original high of 9-10%.

Objective 2.1

The College engages in open dialog through inclusive shared governance processes that include representatives from administration, faculty, staff, and students.

The College Council completed the Participatory Governance Handbook in Fall 2009 and it is currently under review. The committees continue to review and add members as needed to keep the lines of communication flowing. Committee memberships are documented and reviewed yearly. In addition, the Program Review Committee, which has a panel of instructional and non-instructional staff and administrators, meets several times a semester to discuss progress and substantiates reports.

Objective 2.2

Increase diversity by providing opportunities in social enrichment and cultural activities both on and off campus.

Composition, Literature, and Communication do a series of 1W1 events which bring diverse authors to speak to students about their work. The events are well attended. Spring 2013 saw several highly publicized and attended events including Sonny Vaccaro. The PIO office also announces cultural events, several times a month, to students in both print and email formats.

Objective 2.3

A safe campus environment is created and maintained.

Police reports remained stable for RC in the last year with 7 reported crimes primarily dealing with auto theft. Student and public accidents have increased while student populations have decreased. RC also ranked #3 in a statewide safety report during the 2012 year.

Objective 3.1

To meet the needs of students and the community, the College offers instructional programs that provide basic skills, transfer preparation, workforce preparation, and lifelong learning opportunities.

During the past three years, course offerings have been reduced by 9.0%. During the same period, enrollment management has been diligent to maintain stable course offerings, proportionally, for transfer, Basic Skills, and CTE courses.

Objective 3.2

Establish a baseline in order to improve courses and programs through the analysis of multiple measures

The ARCC report is an ongoing item which is analyzed annually. Responses are no longer required. The Distance Ed report indicates DE compared to traditional offerings by term – updated annually and used for enrollment management. As each department goes through Program Review, they are incorporating SLO information and curriculum changes. Also, the PR annual reports include SLO data (see reports).

Objective 3.3

Evaluate the variety of methods and delivery systems used to facilitate instruction.

The Distance Ed report indicates DE compared to traditional offerings by term – updated annually and used for enrollment management. Student Success Committee also maintains data with regard to success and

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improvement in Basic Skills. DE and TAC also monitor and implement new technology (such as Tegrity). Additionally, a district wide Technology Taskforce has been developed to monitor overarching technology needs.

Objective 3.4

Broad-based instructional support is provided through technology, Tutorial Services, Writing Center, and library services that meet the diverse needs of its students.

Even with decreasing enrollments, the Library is serving more students in terms of reference, instruction, and tutorial. The tutorial areas are supplying several thousand hours of tutoring each term. Math and writing centers keep data on items such as the number of students served and which classes are typically tutored.

Objective 4.1

Provide an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals.

Math department met with matriculation and has developed a new placement test. Will be implemented and data will be gathered for fall 2013. Online orientation has been developed. A survey has been created and will be implemented at the end of each session. Data is being collected for a Fall 2013 baseline and will be updated annually. SEPs are now required and will be tracked to determine compliance and also to measure and monitor updates.

Objective 4.2

Provide services and activities that create opportunities for personal growth.

In addition to counseling workshops, there are STEM, AG, and Business ambassadors who are mentored and carry their stories and help back to the high schools. Students also indicate personal growth through interaction at the college level in the Graduate survey and the ACT survey.

Objective 4.3

Provide opportunities to interact with the community in order to foster an awareness of the interdependence of students and their community.

District collaboration led to a standard RTG survey being developed in 2011-12. Baseline data was collected in Spring 2012 and analyzed, by campus and high school, to show learning as well as satisfaction. Data was collected for spring 2013 to be used comparatively. The Reedley College Entrepreneur Club routinely has 25 members and participates in various projects serving the community each year. Other informative and educational activities include Kaleidoscope and transfer day.

Objective 5.1

Employ internal and external scanning and report processes that support strategic planning and assessment to identify and address emerging trends and issues.

ACT student survey done every 5 years addresses student needs and concerns. A Reedley College Charett was held spring 2013. Other surveys include the survey done for the Strategic Planning and the Graduate survey and the Orientation Survey which will be closed each spring and reported each fall.

Objective 5.2

Supportive systems of learning, assessment, and program improvement are used to increase the College's effectiveness and ensure the integrity of programs and services.

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Program review data is provided per cycle in blocks of ten semesters for analysis at department and program level. Through the process, data is reviewed and analyzed at several levels through several committees and disseminated throughout the departments. DE report also supports. The Math department has finalized their new assessment that will be used in the fall 2013 term and analyzed for results. It should align more with EAP and perhaps better than Accuplacer. The SLOs annual reports and completion matrix is updated annually to monitor progress which is over 95%.

Objective 6.1

Provide access to current technology that prepares students for their future educational and career endeavors.

In the process of converting campus to Virtual Desktop Infrastructure (VDI) for cost-savings and ease of computer maintenance.

Objective 6.2

Provide current technology to support effective teaching and efficient work environments, including necessary resources for staff.

Replacement of outdated wiring/cabling to improve speed and performance of campus tech.

Objective 6.3

Appropriate and current technologies are used to access and disseminate information, expedite decision making, and enhance communication.

To conserve resources, the TAC uses Blackboard for all meeting materials and, occasionally, email for distribution of materials and decision-making.

Objective 7.1

Maintain comprehensive facilities master plan that supports continued access by ensuring facility capacity meets current and future student demand as identified in the College's Educational Master Plan.

Facilities master plan was updated and approved by the Board.

Objective 7.2

Protect the facilities investment by maintaining appearance, functionality, accessibility, and safety.

Administrative Services deploys a satisfaction survey every 2 – 3 years to test the climate of the campus with regard to safety and maintenance. In addition, the safety record has been commended as one of the safest community colleges in California.

Objective 7.3

The college rigorously procures grant funds as available. The safety budget is managed for long and short term projects. The Administrative Services Office hold regular (weekly/bi-weekly) meetings to inform faculty and staff of developments. Budget committee also meets regularly to disseminate information.

Objective 7.4

Recruit and retain highly qualified staff and faculty and provides professional development opportunities to assist the College's employees in developing the necessary knowledge, skills, and abilities in support of student success.

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There are many areas that promote campus development. District functions that are available are the Mega-Conference, Leadership State Center, and monthly tech trainings through the Classified Professionals. In each of those, there are inquiries as to what is needed and most useful as well as satisfaction with training and/or leadership workshops and the data is available for review. For instance, last year, the Classified Professionals sponsored a district wide survey for all staff and managers and determined which needs were greatest as well as providing recommendations to the Chancellor. At the campus level, Flex day is routinely promoted and measured for relevance and applicability. There are also Technology workshops on site throughout the term as needed.